

# Occupation and Preparation Research

## Theme and Level

**Theme:** Research Options

**Level:** Looking Deeper

## At a Glance

Students research the preparation requirements for occupations of interest.

**Time:** 50 minutes.

## Essential Questions

- What are the preparation requirements of occupations that interest me?

## Preparation

- Secure computer lab with overhead projector enabled
- Make copies of the *Occupation and Preparation Research* worksheet, one per student

## Steps

1. Show PowerPoint Slide 1. Tell students that the goal of this lesson is to familiarize them with the preparation requirements of occupations of interest.
2. Ask students, "Have you ever had a hard time making a decision? If so, what made it hard?" (If no one mentions the following, be sure to note that decisions complicate when numerous variables exist to sort through, such as in selecting a career or occupation).
3. Tell students that this lesson will involve looking at six occupations they might consider in a table that explores these occupations' characteristics and preparation requirements. Upon completion of this activity, students will be able to compare graphically the occupations on key factors.
4. Show Slide 2. Distribute the *Occupation and Preparation Research* worksheet and review the instructions. Instruct students to read and review the occupational information before noting key factors on their tables. Demonstrate the Compare feature in CIS Occupations.
5. Provide 30 minutes for this process.
6. Show Slide 3. Discuss student findings.
  - What surprised you?
  - What did you learn about how to prepare for these occupations?
  - What new high school courses might you consider taking?
  - What did you learn about yourself?
7. Show Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *Occupation and Preparation Research* worksheet, and post meaningful reflections about what they learned about themselves in their CIS portfolios, in the Looking Deeper Research Options section.

## Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- To shorten the time required, you could assign students to complete the worksheet as a homework assignment.
- Students could make illustrations about these six occupations and their key characteristics to hang in the classroom.

## Assessment

Use the *Occupation and Preparation Research* to evaluate student work.

# Portfolio

Students enter their reflections about what they learned in the text boxes within the ***Looking Deeper: Research Options*** section of ***Career Plan***. The following boxes need to be completed: **What are the preparation requirements of occupations that interest you?** and **What occupations interest you now?**

## Materials

Computer lab with an overhead projector

[Occupation Preparation and Research \(PPTX\)](#)

[Occupation Preparation and Research Scoring Guide \(PDF\)](#)

[Occupation Preparation and Research Scoring Guide \(DOCX\)](#)

[Occupation Preparation and Research \(PDF\)](#)

[Occupation Preparation and Research \(DOCX\)](#)

## Goals and Standards

### ***Common Core State Standards***

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### ***National Career Development Guidelines***

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### ***American School Counselor Association***

- Career Development

***Bloom's Taxonomy:*** Understanding, Analyzing

### ***American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success***

#### Mindset Standards

- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control

#### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment

